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ABSTRACT

A field based program for preservice education majors is described. In addition to a formal classroom approach, prospective teachers are given complete responsibility for creating, planning, and teaching a two-week summer enrichment program for children in grades three through eight. The program is arranged through the cooperation of the university and a local school district that provides the facility. Students are given the task of developing a curriculum for the children who elect to participate. Teaching teams are organized around the major curriculum trends. Under university faculty supervision, the teacher education students publicize the classes offered, register the children, teach the classes, and act as administrators for the program. Appended to this document are samples of the evaluation scales used by both student teachers and supervisors. (Authors/JD)

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SCHOOL OF EDUCATION

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TEACHER EDUCATION PROGRAM

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Summary

The Teacher Education Program at the University of Colorado, Colorado Springs has emerged as a model of cooperation and challenge.

The new program, started four years ago, was developed through the efforts of the total School of Education faculty in cooperation with over 300 students and area public and private school educators.

The new program is a complete departure from the previous program with its required 16 week courses in Personal Inquiry, School Experience, Community Experience, Faculty Initiated Activities, Student-Initiated Activities, Coordinating Seminar and Student Teaching.

The challenge of the new program centers on two significant features. The first is the integration of school and community experience with the formal study of education. From the initial experience of developing and teaching in a summer enrichment program to visiting, participating and student teaching in a wide range of schools students are constantly immersed in the teaching and learning process. The school experience is merged with the nature of the learner outside of school, in the community, and coupled with an intensive investigation into the content, knowledge and skills required of professional educators.

The second challenge is the students assuming the major responsibility for designing their own program. The program allows the opportunity to become personally responsible for their own learning and encourages them to seek a variety of ways to grow professionally. Students must initiate their own school and community experience, initiate personal inquiry through a variety of sources, and initiate on-campus activities and select other activities that will be of most worth to them. Students also participate in the governance of the program through the Student-

Faculty Council.

The cooperation aspect continues today as students, faculty and area educators share time, energy, expertise, and personal resources with one common goal: the improvement of teaching and learning opportunities for all people.

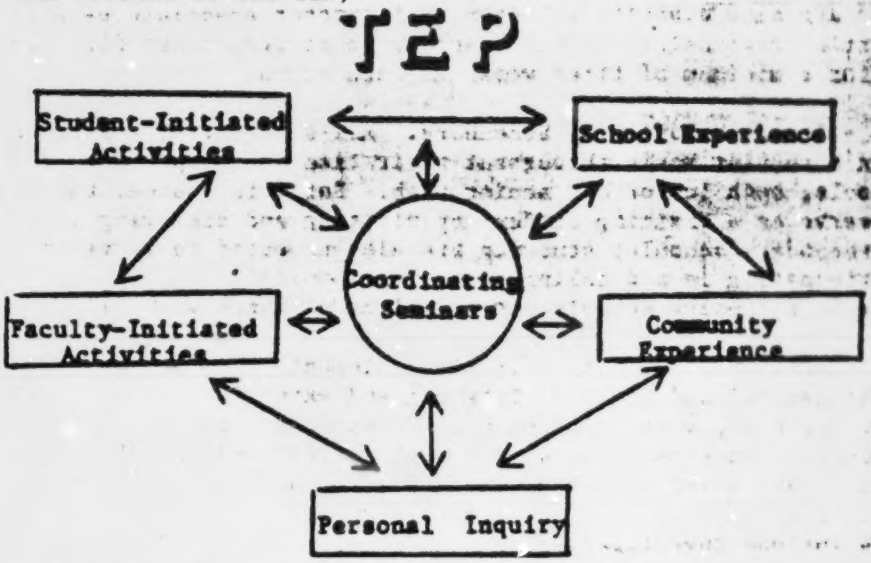
The program has undergone many minor changes since 1974. Recent accreditation visits by National Council for Accreditation of Teacher Education and the North Central Association of Colleges and Schools have increased our confidence that we have a unique and successful program. Results from studies completed on our graduates and their supervisors are extremely positive. Educators who have learned of our efforts and educators from the region have commented very favorably on our new program. It now seems appropriate for a professional association to evaluate the program and for us to disseminate information about it. Therefore, we are submitting the Teacher Education Program at the University of Colorado, Colorado Springs for your review and consideration.

Descriptions of the Program

The Teacher Education Program (TEP) at the University of Colorado, Colorado Springs, stresses personal responsibility and active learning through a balance of campus and community activities. Throughout their time in the TEP, both elementary and secondary majors actively investigate all dimensions of teaching and learning through campus activities that are initiated and conducted by faculty and students; additionally, at least half of each day students are actively teaching and learning in area schools and community agencies.

All students, elementary and secondary, register for at least 38 semester hours in education. Students participate in all of the courses

concurrently each semester in the program. Student teaching for all students takes place during the middle portion of the Spring semester. The following graphic and course descriptions illustrate the structure and content of the TEP;



The program is best described through a description of the courses.

T. Ed. 457 - Coordinating Seminar. This seminar is the major vehicle for coordination in the TEP, providing for peer interaction, counseling, planning, initiation of activities, seminars, workshops, guest speakers, films, trips and announcements of forthcoming events. A TEP newsletter emerges from this seminar and all other announcements are posted on the TEP bulletin board. Each TEP faculty person who acts as an adviser in the program is responsible for a Coordinating Seminar. The average size is 15 students, some elementary and some secondary; students are assigned to an adviser based on the student's special interests, expertise, skill or area of certification which is especially pertinent in the area of secondary. Each seminar elects a student representative to the Student-Faculty Council, a group that meets monthly to administer the TEP.

T. Ed. 474 - Community Experience. All TEP students are expected to work on a regular basis throughout their time in the program with school age learners in a variety of non-school or community activities. Students may be part of Big Brother or Big Sister programs, work in detention centers, or any number of volunteer activities. It is recommended that students seek assignments with young people of social, economic, or cultural backgrounds different from their own experience.

T. Ed. 491 - Personal Inquiry. All TEP students are expected to undertake a personal reading program as well as other types of inquiry such as local, state, or national conferences or visits to other teacher education programs. Students are encouraged to begin a professional library of books and journals as well as to begin to take part in professional organizations.

T. Ed. 494 - School Experience, Elementary. All elementary TEP students are expected to work on a regular basis throughout their time in the program in a variety of elementary schools. For this course, the students are expected to serve as a Visiting Student by visiting and observing in a minimum of ten different elementary schools; students are also expected to serve as a Teacher Associate by participating in and taking partial responsibility for teaching in at least four different elementary schools for a minimum of three weeks in each school.

T. Ed. 476 - School Experience, Secondary. All secondary TEP students are expected to work on a regular basis throughout their time in the program in a variety of secondary schools, both junior and senior high. For this course, the students are expected to serve as a Visiting Student by visiting and observing in a minimum of 10 different secondary schools; students are also expected to serve as a Teacher Associate by participating in and taking partial responsibility for teaching in at least four different secondary schools for a minimum of three weeks in each school.

T. Ed. 495 - Faculty-Initiated Activities, Elementary. All TEP faculty have indiciated areas of general and specific interest and expertise, as well as specific possibilities for seminars, workshops, and other resources. Based on perceived student needs and general concerns about what a prospective teacher should investigate, faculty members initiate a variety of activities throughout each semester. Students have the responsibility to take part in those activities which will benefit them. Specific examples include investigation into reading, children's literature, language arts, science, mathematics, social studies, art, music, physical education, creative dramatics, special education, measurement and evaluation, values clarification, multi-cultural studies, instructional media, classroom management, learning theories, teaching strategies, child growth and development, planning, curriculum development, school organization, history and philosophy of education, financing education, legal aspects, and current issues.

T. Ed. 492 - Faculty-Initiated Activities, Secondary. All TEP faculty have indicated areas of general and specific interest and expertise, as well as specific possibilities for seminars, workshops, and other resources. Based on perceived student needs and general concerns about what a prospective teacher should investigate, faculty members initiate a variety of activities throughout each semester. Students have the responsibility to take part in those activities which will benefit them. Specific examples include investigation into teaching methods in secondary English, science, social studies or mathematics; reading in the content areas, special education, measurement and evaluation, values clarification, multi-cultural study, instructional media, classroom management, learning theories, teaching strategies, adolescent growth and development, planning, curriculum development, school organization, history and philosophy of education, legal aspects, and current issues.

T. Ed. 496 - Student-Initiated Activities, Elementary. All elementary TEP students have the responsibility to identify specific areas of concern they would like to see addressed in the program. Students are encouraged to request topics for seminars, invite resource people to sponsor workshops, share their findings, concerns, and questions with their peers, and generally initiate those activities that are most pertinent for themselves and/or the program.

T. Ed. 493 - Student-Initiated Activities, Secondary. All secondary TEP students have the responsibility to identify specific areas of concern they would like to see addressed in the program. Students are encouraged to request topics for seminars, invite resource people to sponsor workshops, share their findings, concerns, and questions with their peers, and generally initiate those activities that are most pertinent for themselves and/or the program.

T. Ed. 470 - Student Teaching, Elementary. Elementary education students, in consultation with members of the School of Education faculty, will be assigned to an elementary school for full-day teaching for a period of not less than eight weeks. During this time students will demonstrate, through direct experience, competency and understanding of the teaching-learning process.

T. Ed. 471 - Student Teaching, Secondary. Secondary education students, in consultation with members of the School of Education faculty, will be assigned to a secondary school for full-day teaching for a period of not less than eight weeks. During this time students will demonstrate, through direct experience, competency and understanding of the teaching-learning process.

Development of the Program

From early faculty meetings held in the Fall 1972, the program has evolved as a cooperative process based on the personal perceptions and experiences of a wide range of educators. The initial stage of development was a faculty requested study of how students and school personnel viewed the program existing at that time as well as teacher education in general; the observations and recommendations coupled with extensive faculty research into exemplary practices in teacher education produced the start of the new program.

All of the groups involved in these initial investigations eventually agreed to the following assumptions:

1. That the program should exemplify and serve as a model for the kinds of changes we think are needed in the public schools, colleges, and universities;

2. That healthy and active people know better than anyone else their interests and needs and will most likely make the appropriate choices required for personal and professional growth;

3. That learning should begin where people actually are rather than where someone else thinks they should be;

4. That each faculty member and student have valuable and unique contributions to make to the program.

Objectives and Goals

The goals and objectives were developed and reviewed by education faculty, area educators and students. Colorado Department of Education standards are reflected in the goals and objectives.

TEP goals required of all students are the following:

1. Knowledge of specific content
2. Skills of teaching
3. Personal and professional development

The objectives for all students relate to the following:

1. Human growth and development as it applies to the education process
2. Learning theories
3. Instructional resources
4. Methods of individualizing instruction
5. Teaching strategies
6. Program planning
7. Instructional media
8. Methods of teaching
9. Teaching of reading
10. Curriculum construction
11. School organization
12. The foundations of education
13. Education as a profession
14. Legal aspects of education
15. Current issues in education

Students are expected to develop skills of teaching to:

1. Individualize instruction
2. Measure student achievement
3. Use a variety of teaching methods
4. Manage the classroom to provide an atmosphere of learning
5. Work with the exceptional child in the regular classroom
6. Present information to classes
7. Facilitate the group process in the classroom
8. Facilitate parent/teacher cooperation
9. Aid in interactions between educators and the community

Students are expected to exhibit personal and professional development in the following areas:

1. Responsibility for self-directed learning
2. Discovery of personal meaning from experiences in TEP
3. Awareness of the individual needs and talents
4. Use of communication skills
5. Awareness of cultural and ethnic differences in students
6. Faculty/student interaction
7. Peer interaction
8. Commitment to children, youth or adolescents
9. Empathy for children, youth or adolescents
10. Positive self-concept
11. Emotional stability
12. Openness and flexibility

Personnel

The TEP is a model of cooperation as university faculty, local school and community agency people, and the students themselves comprise the nucleus of the teaching staff.

The entire program is coordinated by a Director of Teacher Education who is responsible for administering the program. Working with the Associate Dean, the Director identifies faculty with special talents who contribute from the equivalent of two, three credit hour courses each semester to one or two sixty minute seminars on a special topic.

School and community agency people are utilized in a variety of ways. First, content area resource people such as reading, mathematics, and art

coordinators who are employed by a local school system teach a required portion of the TEP over a short period of time, usually eight weeks for the equivalent of one semester hour of credit. These people have been recognized as specialists within their school district, have at least an MA degree, are interviewed and screened by full-time TEP faculty, and are required to submit written student evaluations for their courses. At the completion of their teaching assignment, they consult with the Director of the Teacher Education Program to document what they have taught and to report on the progress of the students. They are salaried at the rate of $375 per credit hour (15 clock hours) which is the average length of their employment. Several teachers have taken leaves from their districts to teach with us and have reported that they believe it is an excellent professional experience for them.

Second, we regularly utilize, without salary or any other form of remuneration, area classroom reachers, administrators, and school-related community people to conduct on campus, one day, one to three-hour presentations on specialty topics of interest to our students. These resource people are usually identified and invited to campus by the TEP students; their topics tend to be practical, first-hand accounts of their experience with a wide range of topics such as discipline strategies, teacher unions, or alternative schooling.

Additionally, all students in the TEP are considered "faculty" as they all have some special expertise or experience with a wide range of knowledge and skills. Students are expected to initiate learning activities for their peers and they receive credit through a course,

Student-Initiated Activities. These activities usually take on a one day, two to three or four hour format and range from personal presentations to providing resource materials and people. A sample list of student initiated activities from one academic year is found in Appendix XII.

Finally, because students spend a major portion of the TEP in school experiences prior to student teaching, we rely very heavily on classroom teachers and building principals to provide our students with instruction, information, feedback and evaluation. These professionals are not remunerated in any way, but they do play an important role in providing TEP students with first hand experience in a real school setting. Also, they are asked to complete a written evaluation of each TEP student who works with them for more than a few weeks. Sample forms for school (field) experience are included in Appendix VIII and X.

Budget

The cooperative nature of the TEP has proven to be not only an educationally valuable strategy but also a financially accountable program.

Because there is a balance of full-time faculty, part-time personnel, and an on-going integration of school, community, and campus learning, the program's financial costs are modest in relationship to the personnel employed. The program averages about $1,000 for student FTE.

A unique dimension to the budget process may be found in the relationships that have been established among the University, school and community groups. While there are numerous volunteers from the school and community groups contributing their time, expertise, and resources to the program, the university faculty and students in turn provide a number of consultation services free of charge to area schools and agencies.

An excellent example of our financial cooperation with the area schools is the TEP summer enrichment program. A local school district provides a complete school for our students to teach children who participate in a very exciting enrichment program for children ages 8 to 13.

It is difficult to determine the dollar equivalent for the consultation time teachers and administrators give our students during the teaching associate and student teaching components of our program. A rough calculation indicates that collectively teachers spend approximately 3600 hours in a one to one contact with our students. The dollar equivalent for the 3600 hours is approximately $54,000.

It is equally difficult to determine the contribution of our students to the schools. It is estimated that collectively students spend 14,400 hours observing and 2880 hours in student teaching. At minimum wage, the collective contribution is approximately $71,500.

The estimated dollar values for school and student participation are not presented to show real dollar contributions, but to indicate the strength of the cooperation that is necessary to offer this program. The TEP could not function without this cooperation and commitment.

Contributions to the Improvement of Teacher Education

Students, faculty, area educators and community people agree that the following aspects of TEP have made a significant contribution to teacher education:

A. Admission Procedure - All prospective TEP students compete for 50-60 openings in the program each year. Prior to receiving an application students are given an explanation of the program, appropriate handouts (See Appendix IV for an example), meet with students in the program

and discuss the program with an education faculty member.

B. The Balance of Campus, School and Community Experience - The Teacher Education Program places major emphasis on developing a systematic study of teaching and learning theory through faculty and student seminars. Through the seminar format students are taught teaching methods, curriculum development, counseling, reading, mathematics, science, social studies, language arts, music, physical education, art, media, creative dramatics, evaluation, multicultural study, values clarification, discipline and other school related areas.

Concurrently with the seminars students are involved in School Experience. During the summer session, all TEP students create, plan, and teach a two-week, 9:00 to 11:30 AM summer enrichment program in an area school. Approximately 150 students, ages 8 through 13, enroll for the eight day summer school that allows the TEP student complete freedom to design and to teach high interest, enrichment activities. The program is arranged through the cooperation of university and a local school system. Under the supervision of the TEP faculty, the students do the publicity for the program, register the students, organize the school day, teach the classes, and clean up after school. This experience provides them complete responsibility for organizing and planning during their initial semester in the program.

During the Fall semester, all TEP students must observe ten different schools as a Visiting Student, and actually plan and teach a portion of a day in at least three other schools for a period of at least three weeks every morning, as a Teacher Associate. Students must investigate both as a Visiting Student and as a Teacher Associate a balance of schools, working in small and large schools, open and self-contained, wealthy and poor,

ethnically segregated and mixed, primary and intermediate, junior and senior high. Students are required to obtain a written evaluation form. School Experience forms are included in Appendix VIII.

During the Spring semester, students do one more Teacher Associate, only this time it is completed during the afternoon hours for a period of at least three weeks. This is followed by a minimum of eight weeks of full-time Student Teaching. The cooperating teacher and the university supervisor complete a written evaluation of the Student Teaching experience. Student Teaching Evaluation forms are found in Appendix IX.

Students are involved in a Community Experience during the entire program. The type, or kind, of experience is determined after consideration of the rationale for the non-school community experience program. A quick "rule-of-thumb" which one could follow, and which is in harmony with the program's rationale would be: working with individuals of different racial, ethnic, or socio-economic background from the student's. Please refer to information in the Appendix VII.

Students receive considerable experience with field-based education through school experience and community experience.

C. Wide Variety of Personnel - The TEP seminar format provides the opportunity for teachers and community people to teach their specialty. Students are able to learn the "how to's" from people who are presently teaching. They also have the opportunity to learn how other community agencies interface with the school. This exposure to a wide variety of school and community people provide our students with the opportunity to gain both specific and broad perspectives of teaching and learning.

D. Continuous Evaluation - Monitoring student progress in the Teacher Education program is a cooperative activity shared by the students and faculty. Each student is assigned to a full-time faculty advisor who is primarily responsible for monitoring that student's progress. Also, each advisor forms a Coordinating Seminar made up of his or her advisees; this Coordinating Seminar meets on a weekly basis throughout the Teacher Education Program. This seminar provides the opportunity for sharing concerns, materials, criticism and suggestions. Through the personal contact with an advisor as well as with frequent peer contact through the Coordinating Seminar, students are provided two different vehicles for continuous feedback and assistance.

At the completion of the Fall and Spring semesters all students have an in-depth evaluation conference with their advisors. The conference serves as a check on student progress as well as an identification of knowledge and skills that still need to be developed. To prepare for the conference students synthesize their experience by selecting multiple documentation of their School Experience, library and other personal investigations, activities and other seminars attended and initiated, and methods and materials created. Advisors may also request that individual advisees submit additional documentation in a variety of formats. All grading is pass/fail/incomplete.

During the Spring semester, at the end of the student's program, the evaluation conference is more comprehensive than the preceding one. All previous data is examined as well as recent reports from Student Teaching; the student's personal dimensions are also carefully evaluated.

The students and the advisor both rate the student on a scale of 1 to 4 in each of the content areas prescribed by the state certification law. See Appendix IX . The decision to recommend the student for certification is made if the student's advisor agrees that there has been satisfactory completion of all aspects of the TEP. If an advisor decides not to recommend a student for certification, a conference is held with the advisor, the student, one other TEP faculty person, and the Director of the TEP. The student has the option to invite other people, including fellow TEP students. If the consensus of the people at the second conference is to not recommend the student for certification, a plan of remediation is developed and a time table is established. At the end of a specified period of time, the evaluation conference procedure is repeated for the final time. Approximately 85% of the students who started finish the program.

Program Evaluation

The program has been evaluated objectively and subjectively by students, faculty, teachers, administrators and accrediting agencies (Colorado Department of Education, 1973; North Central Association, 1976; and National Council for Accreditation of Teacher Education, 1977). The consenses of all the groups is summarized by a statement from the NCATE Team Report:

> The integration of visitations, teacher associate assignments, and the seminars provide students with a set of contexts that are explored and interpreted in a real-time, real-world configuration. Students interviewed without exception had the highest praise and enthusiasm for TEP.

The NCA Team in their report made the following positive comments about TEP:

> Strengths of the TEP are students who are expected to be self-motivated, teacher education students who work in small groups with personally selected advisors, share successes and failure, teach inservice seminars for peers and continually participate in learning environments with children. Students feel the faculty continue to share their professional development even after graduation and students and faculty are willing to try new things, to take risks.

Students evaluate the TEP faculty and program each semester. A typical comment made by one of the students is:

> I feel proud of this program, especially when I feel self-confident about teaching because of my school experience. A program such as this, based on individuality of teachers and students is good preparation for the classroom.

The most recent study of performance of the TEP graduates was completed in October 1977 and involved two different questionnaires:

1. A two-page questionnaire mailed to supervisors and principals (see Appendix I for complete results).

2. A five-page questionnaire mailed to 386 graduates of TEP (see Appendix IIa and IIb for complete results).

Results from the Supervisor Questionnaire indicate that students from our program are very successful teachers. The graduates also indicate that they are thoroughly prepared. A comparison of pre-new program graduates with 1977 graduates strongly indicates that students in the new program receive better preparation than students from the old program (pre 1973). (See Appendix IIIa-e)

Solicited and unsolicited comments from teachers and administrators in the field indicate a high degree of acceptance of the new TEP. They often remark to our students about how fortunate the students are to be in

a program that actually integrates practice and theory and gives so much attention to direct experiences with children.

Perhaps one of the most important factors to consider in evaluating a program is the placement of its graduates. Since 1974 we have placed 85% of our graduates and in the past two years over 90% of the graduates have been placed. This can be considered a significant achievement in a time when positions in education are difficult to obtain, particularly in a geographic region that attracts people from all over the country.

Recommendations for Others

The Teacher Education Program has not been specifically designed for the Colorado Springs campus. Without a doubt the most important consideration for implementation of thic program is the attitude of the faculty toward change. Changes that alter methods of evaluation, time commitment to students, interactions with school personnel, the relative shift in emphasis between University and school responsibility, the willingness to accept a high degree of flexibility and risk-taking are some of the areas that need to be considered.

The University must be willing to allow different time blocks, credit hour assignment, and faculty assignments. The University needs to accept the principle of student selection and continuous evaluation and must be willing to support the faculty when legal challenges develop.

Students who enter the program must have or be willing to develop individual responsibility. They must be willing to plan their time and become self-directed learners.

Local school districts and community agencies must be willing to cooperate by providing the opportunity for students to be actively engaged in a variety of teaching and learning activities.

A total professional commitment to the Teacher Education Program is essential for all involved in the Teacher Education Program.

Conclusion

The new Teacher Education Program at the University of Colorado at Colorado Springs has been developed to meet the needs and interests of the preservice teacher. The emphasis in the program is on the intergration of theory and practice. The instructional format requires a high degree of individual responsibility on the part of the student and considerable commitment by students, faculty and area educators. The program relies heavily on school personnel for instruction and practical experience. Information collected from several sources indicate that the new program is highly successful.

APPENDIX

PRINCIPAL OR SUPERVISOR RATING OF TEP GRADUATES

Principal or Supervisor Rating (N=78) of TEP

Graduates of University of Colorado at Colorado Springs

Rating:
1. inadequate
2. poor
3. average
4. good
5. outstanding

Item	1	2	3	4	5	$\bar{X}$	MDN	SD
1. Compare teacher with others in similar positions in your school	0.0	0.0	9.2	50.0	40.8	4.32	4.32	0.64
2. How prepared was teacher to enter profession	0.0	0.0	9.2	55.3	35.5	4.26	4.24	0.62
From your perception, how well does teacher do the following:								
3. Individualize instruction	0.0	2.7	14.7	53.3	29.3	4.09	4.11	0.74
4. Measure student achievement	0.0	0.0	19.4	48.6	31.9	4.12	4.13	0.71
5. Use a variety of teaching methods	0.0	0.0	11.8	44.7	43.4	4.32	4.35	0.68
6. Manage the classroom to provide an atmosphere for learning	0.0	2.7	11.0	26.0	60.0	4.44	4.67	0.80
7. Work with the exceptional child in the reg. classroom	0.0	2.9	20.6	44.1	32.4	4.06	4.10	0.81
8. Present information to class	0.0	0.0	8.1	47.3	44.6	4.36	4.39	0.63
9. Facilitate the group process in the classroom	0.0	0.0	7.9	43.4	48.7	4.41	4.47	0.64
10. Facilitate parent/teacher cooperation	0.0	0.0	21.9	31.5	46.6	4.25	4.39	0.79
11. Aid in interactions between educators & the community	0.0	0.0	25.4	42.3	32.4	4.07	4.08	0.76
From your perception, to what extent does this teacher exhibit the following:								
12. personal responsibility	0.0	1.3	5.2	22.1	71.4	4.64	4.80	0.65
13. Awareness of individual differences	0.0	0.0	15.8	34.2	50.0	4.34	4.50	0.74
14. Use of communication skills	0.0	1.4	5.4	43.2	50.0	4.42	4.50	0.66
15. Awareness of cultural and ethnic differences	0.0	1.4	16.4	46.6	35.6	4.16	4.19	0.75
16. Teacher/student interaction	0.0	1.3	5.3	38.2	55.3	4.47	4.59	0.66
17. Peer interaction	0.0	1.4	12.2	43.2	43.2	4.28	4.34	0.73
18. Commitment to children/youth	0.0	0.0	6.6	28.9	64.5	4.58	4.72	0.62
19. Empathy for children/youth	0.0	0.0	10.5	31.6	57.9	4.47	4.64	0.68
20. Positive self-concept	0.0	0.0	6.5	41.6	51.9	4.45	4.54	0.62
21. Emotional stability	0.0	1.3	6.7	41.3	50.7	4.41	4.51	0.58
22. Openness & flexibility	0.0	2.7	9.3	30.7	57.3	4.43	4.63	0.77

TEACHER EDUCATION PROGRAM

GRADUATE RATING OF THE TEACHER EDUCATION PROGRAM

TEP Graduates Rating (N=130) of the Teacher Education Program
at the University of Colorado at Colorado Springs

Ratings: 0 - Not Included
1 - Inadequate
2 - Adequate
3 - Outstanding

Question	Rating (Frequency and Percent) 0 N	0 %	1 N	1 %	2 N	2 %	3 N	3 %
16. Evaluate the content of the Teacher Education Program in each of the following areas:								
a) Human growth and development as it applies to the Education process	6	4.6	22	16.9	73	56.2	29	22.3
b) Learning theory	6	4.6	32	24.6	75	57.7	17	13.1
c) Instructional resources	7	5.4	16	12.3	73	56.2	34	26 2
d) Methods of individualizing instruction	7	5.4	19	14.6	54	41.5	50	38.5
e) Teaching strategies	6	4.6	22	16.9	71	54.6	31	23.8
f) Program planning	6	4.6	29	22.3	78	60.0	17	13.1
g) Instructional media	5	3.8	8	6.2	76	58.5	41	31.5
h) Methods of teaching	5	3.8	20	15.4	76	58.5	29	22.3
i) The teaching of reading	18	13.8	34	26.2	52	40.0	26	20.0
j) Curriculum construction	9	6.9	33	25.4	69	53.1	19	14.5
k) School organization	20	15.4	31	23.8	71	54.6	8	6.2
l) Foundations of education	19	14.6	27	20.8	73	56.2	11	8.5
m) Education as a profession	16	12.3	19	14.6	75	57.7	20	15.4
n) Legal aspects of education (due process, liability, etc)	47	36.2	48	36.9	34	26.2	1	.8
o) Current issues in education (accountability, tenure, etc)	33	25.4	31	23.8	56	43.1	10	7.7
17. Indicate how well the Teacher Education Program prepared you to do each of the following:								
a) Individual instruction	18	13.8	21	16.2	56	43.1	35	26.9
b) Measure student achievement	19	14.6	29	22.3	71	54.6	11	8.5
c) Use a variety of teaching methods in your classes	16	12.3	10	7.7	57	43.8	47	36.2
d) Manage the classroom to provide an atmosphere for learning	15	11.5	16	12.3	65	50.0	34	26.2
e) Work w/exceptional child in the regular classroom	34	26.2	44	33.8	38	29.2	14	10.8
f) Present information to classes	20	15.4	12	9.2	82	63.1	16	12.3
g) Facilitate the group process	18	13.8	12	9.2	79	60.8	21	16.2

Question	Rating (Frequency and Percent) 0 N	0 %	1 N	1 %	2 N	2 %	3 N	3 %
17. Continued								
h) Facilitate parent-teacher cooperation	32	24.6	24	18.5	61	46.9	13	10.0
i) Aid in interactions between educators and the community	29	22.3	35	26.9	48	36.9	18	13.6

Rating: 0 - Not at all
1 - Small extent
2 - Some extent
3 - Great extent

23. To what extent did the Teacher Education Program facilitate your growth or development in the following areas?								
a) Responsibility for self-directed learning	8	6.2	9	6.9	47	36.2	66	50.8
b) Discovery of personal meaning from your experiences in TEP	10	7.7	11	8.5	44	33.8	65	50.0
c) Awareness of individual needs and talents	6	4.6	8	6.2	52	40.0	64	49.2
d) Use of communication skills	7	5.4	15	11.5	78	60.0	30	23.1
e) Awareness of cultural and ethnic differences in students	16	12.3	40	30.8	46	35.4	28	21.5
f) Faculty-student interaction	9	6.9	27	20.8	48	36.9	46	35.4
g) Peer interaction	11	8.5	17	13.1	55	42.3	47	36.2
h) Commitment to children, youth or adolescents	6	4.6	7	5.4	49	37.7	68	52.3
i) Empathy to children, youth or adolescents	10	7.7	10	7.7	51	39.1	59	45.4
j) Positive self-concept	8	6.2	12	9.2	52	40.0	58	44.6
k) Emotional stability	10	7.7	17	13.1	65	50.0	38	29.2
l) Openness and flexibility	7	5.4	8	6.2	50	38.5	65	50.0

Rating: 1 - Not at all effective
2 - Hardly effective
3 - Somewhat effective
4 - Very effective
5 - Extremely effective

	1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %
25. How would you rate the overall effectiveness of the entire TEP in preparing you for your teaching role?	2	1.5	3	2.3	39	30.0	58	44.6	27	20.8

COMPARISON OF PRE-1973 TEP GRADUATES

AND SPRING 1977 GRADUATES

Pre-1973 (N=39) and Spring 1977 (N=28) TEP Graduates Rating of the Teacher Education Program at the University of Colorado at Colorado Springs

Rating: 0 - not included
1 - inadequate
2 - adequate
3 - outstanding

Questions 16 and 17 use the rating scale directly above

Question 16:	0 N	0 %	1 N	1 %	2 N	2 %	3 N	3 %
Evaluate the content of the TEP in each of the following areas:								
a. Human growth and development as it applies to the education process								
pre 73 grads	4	10.3	5	12.8	28	71.8	2	5.1
spring 77 grads	2	7.1	10	35.7	10	35.7	6	21.4
b. Learning theory								
pre 73 grads	3	7.7	6	15.4	23	59.0	7	17.9
spring 77 grads	2	7.1	8	28.6	17	60.7	1	3.6
c. Instructional resources								
pre 73 grads	4	10.3	9	23.1	22	56.4	4	10.3
spring 77 grads	0	0	1	3.6	14	50.0	13	46.4
d. Methods of individualizing instruction								
pre 73 grads	6	15.4	13	33.3	15	38.5	5	12.8
spring 77 grads	0	0	3	10.7	11	39.3	14	50.0
e. Teaching strategies								
pre 73 grads	6	15.4	9	23.1	22	56.4	2	5.1
spring 77 grads	0	0	4	14.3	11	39.3	13	46.4
f. Program planning								
pre 73 grads	5	12.8	11	28.2	22	56.4	1	2.6
spring 77 grads	0	0	4	14.3	17	60.7	7	25.0
g. Instructional media								
pre 73 grads	4	10.3	3	7.7	26	66.7	6	15.4
spring 77 grads	0	0	0	0	12	42.9	16	57.1
h. Methods of teaching								
pre 73 grads	3	7.7	7	17.9	25	64.1	4	10.3
spring 77 grads	1	3.6	4	14.3	14	50.0	9	32.1

Rating: 0 - not included
1 - inadequate
2 - adequate
3 - outstanding

Question 16 (Cont'd)	0		1		2		3	
	N	%	N	%	N	%	N	%
Evaluate the content of the TP in each of the following areas:								
i. Teaching of reading								
pre 73 grads	6	15.4	18	46.2	22	28.2	4	10.3
spring 77 grads	4	14.3	6	21.4	12	42.9	6	21.4
j. Curriculum construction								
pre 73 grads	6	15.4	9	23.1	20	51.3	4	10.3
spring 77 grads	0	0	8	28.6	16	57.1	4	14.3
k. School organization								
pre 73 grads	11	28.2	9	23.1	17	43.6	2	5.1
spring 77 grads	1	3.6	9	32.1	14	50.0	4	14.3
l. Foundations of education								
pre 73 grads	5	12.8	6	15.4	23	59.0	3	12.8
spring 77 grads	8	28.6	10	35.7	9	32.1	1	3.6
m. Education as a profession								
pre 73 grads	10	25.6	3	7.7	22	56.4	4	10.3
spring 77 grads	4	14.3	5	17.9	16	57.1	3	10.7
n. Legal Aspects of education								
pre 73 grads	24	61.5	8	20.5	7	17.9	0	0
spring 77 grads	6	21.4	10	35.7	11	39.3	1	3.6
o. Current issues in education								
pre 73 grads	20	51.3	7	17.9	11	28.2	1	2.6
spring 77 grads	2	7.1	6	21.4	16	57.1	1	14.3

Rating: 0 - Not included
1 - Inadequate
2 - Adequate
3 - Outstanding

Question 17	0 N	0 %	1 N	1 %	2 N	2 %	3 N	3 %
Indicate how well the Teacher Education Program prepared you to do each of the following:								
a. Individual instruction								
pre 73 grads	8	20.3	15	38.5	11	28.2	5	10.8
spring 77 grads	2	7.1	4	14.3	12	42.9	10	35.0
b. Measure student achievement								
pre 73 grads	7	17.9	12	30.8	18	46.2	2	5.1
spring 77 grads	3	10.7	9	32.1	15	53.6	1	3.6
c. Variety of teaching methods in classes								
pre 73 grads	7	17.9	7	17.9	19	48.7	6	15.4
spring 77 grads	2	7.1	0	0	13	46.4	13	26.4
d. Manage classroom to provide an atmosphere of learning								
pre 73 grads	6	15.4	5	12.8	24	61.5	4	10.3
spring 77 grads	2	7.1	4	14.3	11	39.3	11	39.9
e. Work with exceptional child in the classroom								
pre 73 grads	15	38.5	15	38.5	8	20.5	1	2.6
spring 77 grads	5	17.9	15	53.6	6	21.4	2	7.1
f. Present information to class								
pre 73 grads	8	20.5	5	12.8	23	59.0	3	7.7
spring 77 grads	3	10.0	4	14.3	17	60.7	4	14.3
g. Facilitate group process in classroom								
pre 73 grads	8	20.5	4	10.3	22	56.4	5	12.8
spring 77 grads	3	10.7	5	17.9	16	57.1	4	14.3
h. Facilitate parent-teacher cooperation								
pre 73 grads	13	33.3	7	17.9	17	43.6	2	5.1
spring 77 grads	5	17.9	7	25.0	13	46.4	3	10.7
i. Aid in interactions between educators and the community								
pre 73 grads	13	33.3	11	28.2	14	35.9	1	2.5
spring 77 grads	5	17.9	8	28.6	10	35.7	5	17.9

Question 23:

Rating: 0 = not at all
1 = small extent
2 = some extent
3 = great extent

Question 23 uses the rating scale above

To what extend did the Teacher Education Program facilitate your growth or development in the following areas:

	N	%	N	%	N	%	N	%
a. Responsibility for self-directed learning								
pre 73 grads	7	17.9	5	12.8	17	43.6	10	25.6
spring 77 grads	0	0	1	3.6	7	25.0	20	71.4
b. Discovery of personal meaning from your experiences in TEP								
pre 73 grads	8	20.5	6	15.4	15	38.5	10	25.6
spring 77 grads	0	0	0	0	9	32.1	19	67.9
c. Awareness of individual needs and talents								
pre 73 grads	6	15.4	4	10.3	16	41.0	13	33.3
spring 77 grads	0	0	1	3.6	12	42.9	15	53.6
d. Use of communication skills								
pre 73 grads	6	15.4	8	20.5	21	53.8	4	10.3
spring 77 grads	0	0	3	10.7	16	57.1	9	32.1
e. Awareness of Cultural and ethnic differences								
pre 73 grads	10	25.6	11	28.2	14	35.9	4	10.3
spring 77 grads	2	7.1	6	21.4	10	35.7	10	35.7
f. Faculty-student interaction								
pre 73 grads	5	12.8	11	28.2	18	46.2	5	12.8
spring 77 grads	1	3.6	8	28.6	7	25.0	12	42.9
g. Peer interaction								
pre 73 grads	6	15.4	5	12.8	19	48.7	9	23.1
spring 77 grads	1	3.6	3	10.7	12	42.9	12	42.9
h. Commitment to children, youth or adolescents								
pre 73 grads	4	10.3	3	7.7	18	46.2	14	35.9
spring 77 grads	0	0	3	10.7	10	35.7	15	53.6
i. Empathy to children, youth or adolescents								
pre 73 grads	4	10.3	4	10.3	16	41.0	15	38.5
spring 77 grads	1	3.6	3	10.7	13	46.4	11	39.3
j. Positive self-concept								
pre 73 grads	5	12.8	8	20.5	13	33.3	13	33.3
spring 77 grads	1	3.6	0	0	17	60.7	10	35.7

Question 23 Continued:

	N	%	N	%	N	%	N	%
k. Emotional stability								
pre 73 grads	6	15.4	9	23.1	16	41.0	8	20.5
spring 77 grads	1	3.6	3	10.7	14	50.0	10	35.7
l. Openness and flexibility								
pre 73 grads	6	15.4	4	10.3	14	35.9	15	38.5
spring 77 grads	0	0	1	3.6	9	32.1	18	64.3

Question 25:

Rating: 1 - not at all effective
2 - hardly effective
3 - somewhat effective
4 - very effective
5 - extremely effective

Question 25 uses the rating scale directly above.

How would you rate the overall effectiveness of the entire TEP in preparing you for your teaching role?

	N	%	N	%	N	%	N	%	N	%
pre 73 grads	2	5.3	3	5.3	17	44.7	14	36.8	3	7.9
spring 77 grads	0	0	0	0	9	32.1	9	32.1	10	35.7

RECOMMENDATION, SELF-ASSESSMENT AND COMMITTEE RATING FORM

(The same form is used for all three purposes)

TEACHER EDUCATION PROGRAM
UNIVERSITY OF COLORADO
COLORADO SPRINGS

COMMITTEE CONSENSUS

SCALE:
1. inadequate
2. poor
3. average
4. good
5. outstanding

I. PERSONAL CHARACTERISTICS

A. Self Starter/Initiator/Follows Through 1 2 3 4 5

comment:

B. Open/Flexible 1 2 3 4 5

comment:

C. Sensitive/Caring 1 2 3 4 5

comment:

D. Awareness of Cultural and Ethnic Differences 1 2 3 4 5

comment:

E. Ability to Communicate 1 2 3 4 5

comment:

F. Earn and Command Respect 1 2 3 4 5

comment:

G. Resourceful/Creative 1 2 3 4 5
comment:

H. Positive Self Image 1 2 3 4 5
comment:

I. Willingness to Make Commitments 1 2 3 4 5
comment:

II. EXPERIENCES WITH CHILDREN/YOUTH 1 2 3 4 5
comment:

III. PHYSICAL AND MENTAL HEALTH 1 2 3 4 5
comment:

IV. LEGAL AND MORAL BEHAVIOR 1 2 3 4 5
comment:

V. OTHER COMMENTS:

Applicant _____

Committee Decision: _____Admit _____Not Admit

Chairperson _____

PERSONAL HISTORY

STATEMENT OUTLINE

PERSONAL HISTORY STATEMENT FOR TEACHER EDUCATION PROGRAM - SCHOOL OF EDUCATION

As part of the admission process to TEP we would like you to turn in a written personal history statement. This statement should include specific reference to past or present activities and beliefs related to working with school age youngsters. In preparing your statement we would like you to include the following:

1. What books or articles have you read that have influenced your ideas about education?

2. What specific activities or events in your life have led you to want to teach?

3. Why do you want to teach?

4. What things do you consider to be your major strengths and resources?

Your statement need not be lengthy. You should be prepared to respond verbally to some of the above statements and questions during your interview for admission to TEP. Thank you for your interest in our program; we are looking forward to your participation.

ANY LETTERS OF RECOMMENDATION YOU MAY HAVE OR CAN OBTAIN FROM PLACES YOU HAVE WORKED WITH CHILDREN WILL BE HELPFUL IN EVALUATING YOUR APPLICATION.

COMMUNITY EXPERIENCE INFORMATION

University of Colorado
Colorado Springs Campus
School of Education

Community Experience Program

The following is a preliminary listing of programs and people to contact for your working with kids in non-school settings. You will notice that several of those on the list are educational institutions but, because of their clientele, would probably serve our purposes well. Perhaps we should think of these experiences as non-public school experiences rather than strictly non-school experiences. It will be left up to you to search out whether or not the activities are appropriate.

There are other programs operating in the community with which you may be familiar, or become familiar. This list may be revised from time to time as more things come to our attention. Please help us add to this list.

Check the handout on the new TEP for explanation of this program, if this is necessary. If there are still questions about this phase of the program, see Dr. Sherman.

American Red Cross - Leslie Cook - 632-3563
Army Community Service Center - Cindy Carnell - 597-5678
Big Brothers - Rick Bungay - 471-9790
Brockhurst Foundation, Inc. (Boy's Ranch) - Gary Land - 684-9689
Camp Fire Girls, Inc. - Jennie Herbert - 633-1781
Catholic Community Services, Inc. - Tom McCarthy - 471-9270
Central Boy's Club - Ralph Miller - 633-5888
Colorado Springs Child Nursery Center - Marcella Ruch - 634-1277
Colorado Springs Child Day Nursery - Mrs. John Evarts - 632-0855
Colorado School for the Deaf and Blind - Billie Wagner - 636-5186
Community Action Program - Ray Rhodes - 471-7870
El Paso County Dept. of Public Welfare - Jean Katz - 471-5915
El Paso County Juvenile Probation Dept. - John Salimeno - 471-5608
Girl Scouts - Diane Warnement - 632-6615
Girls Club of Pikes Peak Y - Vicki Kipp - 471-9790
Hallando Administration - Fr. Thomas Woerth - 471-9270
Headstart - Charlene Williams & Dan Lowen - 635-1536
Social Advocates for Youth - Sue Nichols - 634-5531
Health Assoc. of Pikes Peak (Handicapped Teenagers) - Janice Blakley - 473-6590
La Casa Contenta - Angela - 471-7381
Mental Retardation Commission Workshop - Dorothy Owens - 473-7994
Mental Health Auxiliary of Pikes Peak Family Counseling & Mental Health Center - 471-8300
Park and Recreation Department - Nancy Lewis - 471-6630
Pikes Peak "Y" - Miss Tony Evans - 471-9790
Rocky Mountain Rehabilitation Center - Mrs. Betty Brueggman - 473-3475
Urban League of Pikes Peak Region - La Vonne Brooks - 634-1525
Zebulon Pike Detention Center - Will Foxworth - 633-8713

SCHOOL OF EDUCATION-UCCS

COMMUNITY EXPERIENCE PROGRAM

Background

The non-school community experience program is not a phenomenon of the new, or present, experimental TEP. It was in fact, an integral part of the "old" TEP, and handled administratively through Education 306, Foundations of American Education.

Definition

Non-school Community Experience has been defined as: working with school-age youngsters (or pre-school children in cases such as Head Start, nursery school or Day Care Centers) in non-public school settings, and on a regular basis over an extended period of time.

Expectations

Length of time and frequency have been deliberately left unspecified in order to permit maximum flexibility. What would be appropriate for a particular student would be a matter for the student to decide, in consultation with his or her primary advisor.

The type, or kind, of experience should be determined after consideration of the rationale for the non-school community experience program. A quick "rule-of-thumb" which one could follow, and which is in harmony with the program's rationale would be: working with individuals of different racial, ethnic, or socio-economic background from the student's.

Rationale

Through the non-school community experience program it is hoped that students will make at least a beginning toward:

1. A better understanding of the various problems schools can pose for many culturally "different" and "disadvantaged" school-age youngsters.
2. An awareness of the educational (growth) possibilities of what Paulo Freire calls "cointentional education," in which the teacher and student are together searching for reality, both engaged in describing it, and both coming to know it critically. (See Caleb Cattegno's What We Owe Children - The Subordination of Teaching to Learning and Paulo Freire's Pedagogy of the Oppressed.)

It is this kind of committed involvement and relation of teacher and student that often happens in non-institutional teaching-learning situations, where it seldom does in institutional settings.

Opportunities

Colorado Springs relies heavily on volunteers to provide social services. Consequently, such oppportunities are virtually unlimited both in quantity and variety. Two people to contact who are extremely well-informed on volunteer opportunities are: Mrs. Cook, Red Cross, 632-3563 and Mrs. McCary, Community Volunteer Center, 634-2873.

SCHOOL (FIELD) EXPERIENCE INFORMATION

SCHOOL OF EDUCATION
TEACHER EDUCATION PROGRAM (TEP)
UNIVERSITY OF COLORADO, COLORADO SPRINGS

IN-SCHOOL(FIELD) EXPERIENCE INFORMATION

We wish to express our sincere appreciation for your cooperation in our Teacher Education Program (TEP). As you are no doubt aware, the process of training future teachers has drastically changed its focus since we participated in such programs, and this information is designed to help you to function well within the parameters of our TEP. Change is always a difficult task master and we strongly urge you to respond to us with any questions you may have after reading our program material.

Most professional teachers can remember many of the drawbacks of former education programs that trained future teachers in college classes. These offered only limited "in-school" experiences prior to the actual student teaching course. Because many teachers, administrators and frustrated students voiced heated opposition to this mode of operation, the School of Education at the Colorado Springs campus inaugurated a program that places a student in the field immediately upon admittance to the Teacher Education Program. This program provides considerable opportunity for professionals in the field to have an important role in the development of each student.

Overview

The student with whom you are working may be just beginning the TEP or may be only a few weeks away from student teaching. This student may have little or no acquaintance with certain methods, or may have experienced several on-campus activities related to psychology, human growth and development, practical methods, materials, etc. Each student in our program prepares a personal Student Information Form which will provide you with some idea of what and how much the student has done to date. However, because every student in the TEP is at a different stage of the program, it is difficult for us to prescribe what the school experience activities should be; you and the student should discuss a time schedule, what may be possible, and what may be expected.

We realize that in the past, teacher education students have been viewed as either student observers or student teachers. What we are encouraging is a middle ground that will allow our students an opportunity to have continuous involvement in the schools, from initial observation to student teaching. The purpose of having students in a school experience throughout their time in the TEP is to provide a variety of teaching-related experiences. To be quite frank, it is not our purpose to provide you with only clerical help, but rather to provide you with assistance in planning lessons, preparing materials, teaching lessons, tutoring individual students or small groups, planning activities with the class, supervising study, distributing materials, checking papers and recording grades, counseling with students, interacting with parents, preparing bulletin boards, helping students with individual projects, etc! The majority of our students have demonstrated that they can be very helpful and creative in a teaching situation, and we hope that their work with you will help to broaden their experience.

Although you will not be asked to grade the student, we do ask that you and the student complete an evaluation form. Please feel free to use the form provided by the TEP student or to create one of your own; our purpose is to provide continuous feedback to the student. Please return the form to the School of Education, University of Colorado, Colorado Springs, 80907, or ask the student to give it his/her adviser.

School Experience Stages

TEP students generally fall into one of three stages:

1. VISITING STUDENT. The visiting student is usually a person just beginning the TEP or someone just finishing the program. The student intends only to observe your teaching situation for a day or two and may or may not wish to become a participant.

2. TEACHING ASSOCIATE. The teaching associate is a student who has identified your teaching situation as one where he/she would like to become actively involved. The student intends to stay with you for an extended period of time, from approximately three to six weeks, and will seek your cooperation in establishing a specific time commitment and specific teaching and related duties.

3. STUDENT TEACHER. The student teacher is a student who is ready to assume a major portion of the teaching responsibilities, for a period of approximately eight weeks, every day. In this stage you will be asked to intensify both your participation with the student as well as the student's responsibilities; the student must be able to function well in this stage to receive state certification.

University Responsibilities

Each student is assigned to a regular, full time faculty person who acts as the student's primary adviser. Dr. Glenn Moran will coordinate the overall school experience and will serve as a resource teacher to our students, their in-school superviser, and a contact person for you should there be any questions, problems, or comments that need immediate attention. The easiest procedure for contacting any of our faculty is to call the School of Education at 598-3737 and leave a message; we will return your call as soon as possible.

Student Responsibilities

The student is expected to honor time and responsibility commitments once they have been made. This is not to say that alternative arrangements cannot be made, but each student has the responsibility for contacting you regarding special arrangements or unexpected obligations. In general, our students have every morning of the school week available to participate in the schools; they do, in most cases, have responsibilities on campus from 1-5 pm daily.

Your Responsibilities

Your responsibility is to initiate an active, continuous communication with the student to insure a meaningful experience for the TEP student, for you, and your students. We ask that you take a student from where he/she is to a level of performance beyond that, and that you complete the evaluation form for any students who work with you as Teaching Associates or Student Teachers.

We realize that a single written communication can never answer all of your questions and we sincerely hope that you will contact us in person if we can be of further assistance. You may wish to call one of the faculty advisers or you may wish to contact Dr. Glenn Moran, Coordinator of the Teacher Education Program, University of Colorado, Colorado Springs, 80907; please feel free to call Dr. Moran at the School of Education, 598-3737.

We appreciate your cooperation and welcome your comments. Thank you.

STUDENT TEACHING EVALUATION FORMS

UNIVERSITY OF COLORADO
SCHOOL OF EDUCATION

RATING FORM

STUDENT TEACHER_____ DATE_____

COOPERATING TEACHER_____ SUBJECT_____

An on going assessment with appropriate feedback is necessary to the continual development of a teacher. This rating form has been prepared to assist you in the process of assessment. It is suggested that every two weeks you and the student teacher independently complete this form and then discuss the responses. Note should made of areas where the student teacher needs to improve.

Use a scale of 5 to 0 for each item:

5 = Excellent	(little or no improvement needed)
4 = Superior	(completes task better than most first year teachers)
3 = Adequate	(completes task equal to most first year teachers)
2 = Below Average	(completes task worse than most first year teachers)
1 = Inferior	(needs considerable and immediate attention)
0 = Does Not Apply	(did not observe or did not complete task)

I. Teaching Techniques

A. Planning

1. Long range plan _____
2. Daily plan _____
3. Well defined purpose and objectives _____
4. Planning includes variety of activities _____
5. Planning is designed to meet various ability levels _____
6. Originality in planning _____
7. Involves students in planning _____
8. Comments:

B. Questioning Techniques

1. Clearly worded so understandable to student _____
2. Requires all levels of thinking with emphasis on higher levels _____
3. Attempts to get maximum student participation _____
4. Attempts to get students to answer each other questions _____
5. Analyzes students questions in order to evaluate effectiveness of teaching _____
6. Stimulates discussion rather than recitation _____
7. Gives students opportunity to think before expecting response (wait time) _____
8. Comments:

C. Evaluation
1. Is integral part of instruction
2. Places emphasis on growth toward objectives
3. Variety of tests used
4. Develops variety of means to assess learning
5. Uses pretests
6. Evaluates knowledge, attitudes and abilities
7. Uses evaluation as feedback to modify instruction
8. Informal evaluation of student is carried out through conversation, class discussion, observation
9. Students participate in evaluation of their own work and work of other students
10. Communicates individual evaluation to each student
11. Comments:

D. Instructional Activities
1. Directed toward objectives
2. Provides for individual differences
3. Stimulates interest and active participation
4. Develops interrelationship of science and other fields
5. Use is made of audio visual aids, models, field trips, speakers, slides
6. Emphasis is placed on activities to develop thinking
7. Transitions from one part of lesson or activity to next is clear to student
8. Has variety of activities during class period
9. Able to present an idea in several different forms or with several different examples
10. Teaches in an interesting manner
11. Attempts to show implications of concepts being studied to students outside the classroom
12. Makes adequate use of chalkboard and overhead
13. Comments:

II. Personal Characteristics
1. Emotional control and poise
2. Dependable
3. Responsible
4. Cooperation
5. Initiative
6. Courtesy and tactful
7. Evidence of leadership
8. Adaptable
9. Rapport with student
10. Tolerance, sympathy and understanding
11. Energy and vitality
12. Appropriate appearance
13. Good humored
14. Enthusiastic
15. Industrious
16. Punctual
17. Approachable
18. Optimistic

III. Scholarship
1. Knowledge of subject matter _____
2. Exhibits general knowledge _____
3. Able to apply subject matter knowledge to current topics _____
4. Comments:

IV. Classroom Management
1. Provides physically comfortable environment _____
2. Completes necessary routine tasks _____
3. Keeps accurate records _____
4. Manages equipment and materials _____
5. Room is inviting _____
6. Orderly in use and storing materials _____
7. Establish routines _____
8. Comments:

V. Discipline
1. Fair but firm _____
2. Shows concern for students _____
3. Helps develop student self-discipline _____
4. Develops cooperative group responsibility _____
5. Uses various strategies for variuss problems _____
6. Prepared for the unexpected _____
7. Aware of activities of class as a whole _____
8. Able to obtain student cooperation _____
9. Develops trusting atmosphere _____
10. Comments:

VI. Professional Interactions
1. Participates in school activities _____
2. Work cooperatively with staff _____
3. Effectiveness in parent-teacher conferences _____
4. Attends parent-teacher association meetings _____
5. Performs extra duty assignments _____
6. Able to receive and act on constructive criticism _____
7. Evidence of Commitment to the profession _____
8. Cooperates with supervising teacher _____
9. Interacts with support personnel _____
10. Comments:

VII. Other Comments:

SCHOOL (FIELD) EXPERIENCE RESPONSE FORM

RESPONSE FORM FOR SCHOOL(FIELD) EXPERIENCE
UCCS-TEP

General Comments: UCCS students in education are very involved in school experience during their teacher education program. These experiences are highly important in the preparation of the UCCS education student. These experiences in conjunction with the campus experiences form the major components of the student's preparation. The teachers who monitor the field experiences may make a significant contribution in the student's development. Because the student may have many experiences it is important to know how he is progressing. The information you give will help the student and faculty decide what future field experiences are appropriate.

The student who is working with you may be experiencing his first recent involvement in schools or may be a few weeks from student teaching. In any case you should consider the person as a potential colleague and respond accordingly. The student will receive response forms from several teachers throughout his program and hopefully the student will make progress from his first experience through student teaching. The progress a student makes in the field experience will determine his readiness for student teaching.

You are encouraged to discuss your responses with the student although this is not absolutely necessary. This form should be considered as a tool for frank and direct feedback rather than evaluation. It is possible that a student may rate well in some areas and need considerable attention in others. Hopefully, through pointing out his strengths and areas that need attention, the student will take the action necessary to develop into a competent teacher. You may mail the form back or give it to the student to return.

To Be Completed by Student Before Going to the School:

Name _____

Previous school experiences in TEP _____

[Where, Level, Teacher(s)] _____

_____

_____

What do you want to accomplish in this school experience? Be as specific as possible. _____

_____

_____

You are encouraged to discuss your responses with the student although this is not absolutely necessary. This form should be considered as a tool for frank and direct feedback rather than evaluation. It is possible that a student may rate well in some areas and need considerable attention in others. Hopefully, through pointing out his strengths and areas that need attention, the student will take the action necessary to develop into a competent teacher. You may mail the form back or give it to the student

To be Completed by Teacher (Each teacher the student works with is asked to complete this form): _____

Please use the following scale in responding to the areas listed:

1. Inadequate 3. Average 5. Outstanding
2. Poor 4. Good N. Not enough information to comment

_____Attitude toward students
_____Ability to communicate with students
_____Overall effectiveness with students
_____Attitude toward teaching
_____Willingness to assume responsibility
_____Effectiveness in performing assigned tasks
_____Knowledge of subject area(s)
_____Application of various teaching methods and strategies
_____Initiative
_____Industry
_____Self-reliance

_____Ability to work with individual students
_____Ability to work with small groups (4-10)
_____Ability to work with large groups (20 +)
_____Receptiveness to suggestions
_____Ability to get along with the teacher
_____Ability to work with parents
_____Cooperation
_____Punctuality and Attendance

Comment on any of the above areas:

Specific strengths:

Areas that need attention:

Describe or list the general or specific activities this student was engaged in: (Student may complete this and teacher verify by initialling.)

Other Comments:

Signature of Teacher _____

DATE _____

CONTENT AREA ASSESSMENT FORM

NONE		AVERAGE		EXTENSIVE	
1	2	3	4	5	14. specific preparation in the theory, methods, and related practice in teaching reading
1	2	3	4	5	15. curriculum
1	2	3	4	5	16. classroom management
1	2	3	4	5	17. school organization
1	2	3	4	5	18. recognition of exceptional children
1	2	3	4	5	19. techniques for teaching exceptional children in the regular classroom
1	2	3	4	5	20. organization and presentation of information, materials, and resources in the classroom
1	2	3	4	5	21. facilitation of group process in the classroom
1	2	3	4	5	22. techniques to facilitate parent-teacher cooperation in the educational process

COMMUNITY EXPERIENCE										
NON-EDUCATION COURSES										
PERSONAL INQUIRY										
SCHOOL EXPERIENCES										
STUDENT TEACHING										
TEP SEMINARS										
OTHER (please specify and rank)										

NONE		AVERAGE		EXTENSIVE	
1	2	3	4	5	14. specific preparation in the theory methods, and related practice in teaching reading
1	2	3	4	5	15. curriculum
1	2	3	4	5	16. classroom management
1	2	3	4	5	17. school organization
1	2	3	4	5	18. recognition of exceptional childre
1	2	3	4	5	19. techniques for teaching exceptiona children in the regular classroom
1	2	3	4	5	20. organization and presentation of information, materials, and resources in the classroom
1	2	3	4	5	21. facilitation of group process in the classroom
1	2	3	4	5	22. techniques to facilitate parent-teacher cooperation in the educational process

	COMMUNITY EXPERIENCE	NON-EDUCATION COURSES	PERSONAL INQUIRY	SCHOOL EXPERIENCES	STUDENT TEACHING	TEP SEMINARS	OTHER (please specify and rank)

NONE		AVERAGE		EXTENSIVE	
1	2	3	4	5	23. abilities to aid interactions professional educators, the c munity, and social groups
1	2	3	4	5	24. history of education
1	2	3	4	5	25. philosophy(ies) of education
1	2	3	4	5	26. financing of education
1	2	3	4	5	27. organization of the public elementary and secondary scho
1	2	3	4	5	28. background information regard the professional educator and professional organizations an functions
1	2	3	4	5	29. legal aspects of educational such as legal rights and due cess of students, parents, ad strators, boards of education
1	2	3	4	5	30. current issues such as accoun tenure, collective bargaining, and grievance procedures

	COMMUNITY EXPERIENCE	NON-EDUCATION COURSES	PERSONAL INQUIRY	SCHOOL EXPERIENCES	STUDENT TEACHING	TEP SEMINARS	OTHER (please specify and rank)	
among om-								
ols								
ing d their								
scene, pro- mini-								
tability, , grievances								

STUDENT INITIATED ACTIVITIES

TEACHER EDUCATION PROGRAM

EXAMPLES OF 1976-77

STUDENT-INITIATED ACTIVITIES

1. Teaching Language Arts Through Music

   Anna Mason, School District #11 Teacher

2. Colorado Springs Teacher Association: Friend or Foe?

   CSTA Representatives

3. Curriculum Montessori Style

   Jim Rodman, TEP student

4. The UCCS Media Center and How to Use It

   Tom Sanney, Director

5. Cords, Colors, and Other Art

   Several TEP students

6. Interviewing: Simulated Interviews and Questions and Answers

   Area Personnel Directors

7. Body Language and the Chicano Child

   Charles Duran
   Dan Alires
   TEP students

8. Red Cross Certification

   Red Cross Personnel (full course)

9. Testing in District 11

   Dr. Hadley of District 11

10. Friday Afternoon Club

    Several TEP students

11. Sign Language: A Brief Course

    Deaf and Blind School Personnel

12. Dr. Glassar's Ten Steps to Discipline

    Jim Majoney

13. Visit to a Rural School (Cheyenne Wells, Colorado)

    with Bill Curtis

14. How to Use the Newspaper in the Classroom

    Jack Faylor, Gazette Telegraph

15. The Use of Cuisennaire Rods

    Mrs. Dourghty, District #11 teacher

16. Nutrition for the Child

    Mike Gordon, CSU Extension Center

17. Special Olympics: Who, What, Where, When, Why and How you Can Help

    Local Coordinator of Special Olympics

18. What Principal's Look For

    Mr. Arguello, Principal of Bristol Elementary School

19. Developing an Ecology Resource Unit: Some Examples

    Mary Gallogly

20. The "Teacher's Pet" Store Exhibit

    Diana Bower

21. Centennial Elementary School as a Model of an Open School

    Centennial Faculty

22. An introduction to the H.A.T.S. Program in District #11

    H.A.T.S. Faculty

23. Making Puppets

    Several TEP students